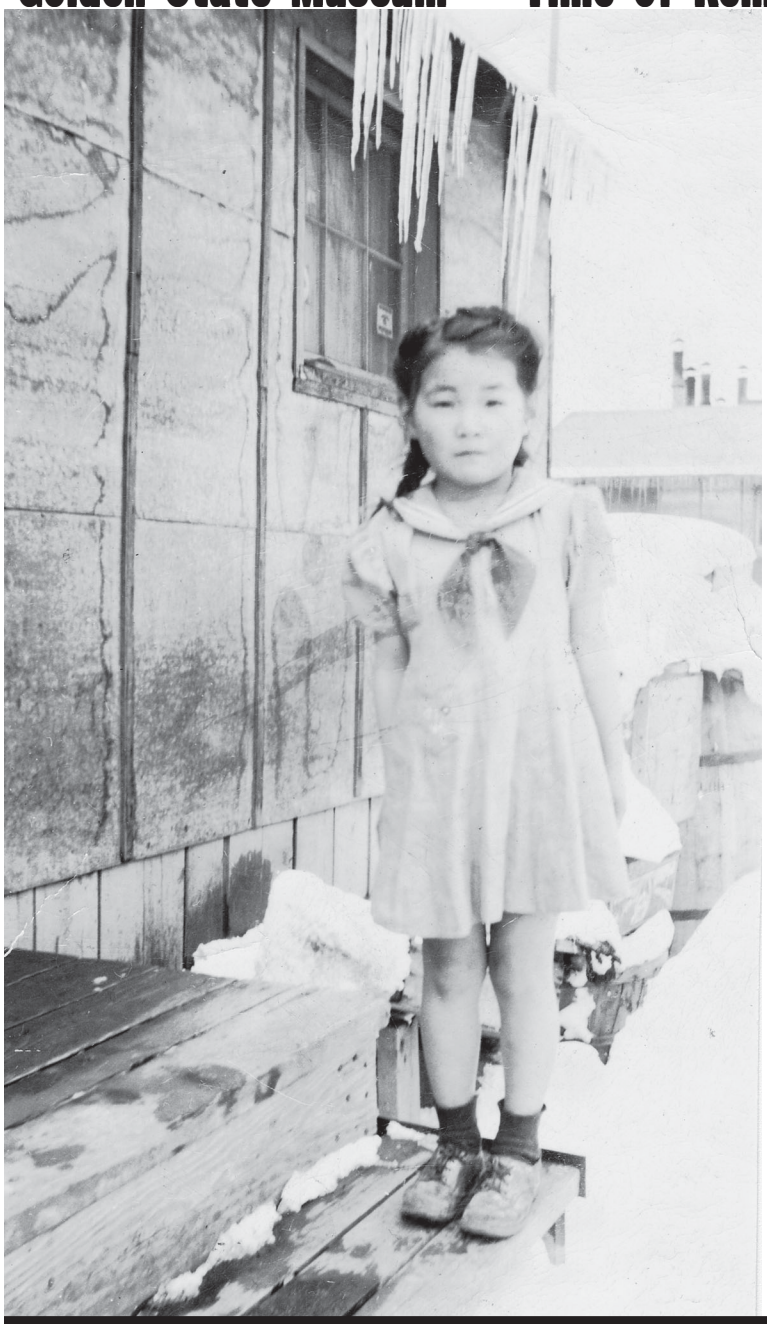
Golden State Museum Time of Remembrance Student Packet



Japan bombs Pearl Harbor!

The U.S. enters World War II!

120,000 innocent persons of Japanese ancestry are sent to internment camps!

Why?

How could this happen in the United States?

Presented by the Florin, Marysville, Placer County, Sacramento, and Stockton chapters of the Japanese American Citizen's League, California State University Sacramento Archives and Special Collections, Elk Grove Unified School District, and the Golden State Museum

Ten Questions about Internment

1. What caused World War II?

After World War I (1914-1919), defeated Germany lost territory and had to pay war reparations. Serious economic strain and unemployment during the Great Depression of the 1930s increased German hostilities. To regain land, natural resources, and power, Adolf Hitler ordered the German armies to invade Poland in 1939, beginning World War II in Europe.

The Great Depression seriously limited Japanese trading. Looking for raw materials and larger markets for Japanese goods, Japan invaded China in 1937. The United States stopped trading relations with Japan. After further Japanese invasions in Asia, the United States placed an embargo on oil and other natural resources to Japan in an effort to stop Japanese aggression in Asia.

2. Why did the United States join the war?

On December 7, 1941, Japan attacked Pearl Harbor, destroying many United States naval ships and killing over 2,000 people. Everyone was shocked, angry, and afraid. Outraged at the surprise attack, most people of the United States now supported entering the war. President Franklin D. Roosevelt and Congress declared war on Japan.


Honolulu Star-Bulletin 1st EXTRA

WAR!

(Associated Press by Transpacific Telephone)

SAN FRANCISCO, Dec. 7.—President Roosevelt announced this morning that Japanese planes had attacked Manila and Pearl Harbor.

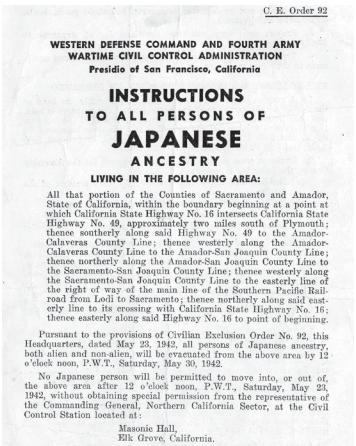
OAHU BOMBED BY JAPANESE PLANES

3. Why were people of Japanese ancestry on the West Coast sent to internment camps?

By the 1920s, many Japanese American farmers and businessmen were becoming successful, which some people feared and resented. Japanese immigrants and Japanese Americans had faced prejudice and discrimination for many years. California had passed laws preventing Japanese, Chinese and other Asian immigrants from becoming citizens or owning land even when they worked hard, obeyed the law and paid taxes. German, Italian, Irish and other immigrants were able to own land and become naturalized citizens. Newspapers accused the Japanese Americans of possible involvement in helping Japan. These stories convinced many people that the Japanese Americans, because they looked like the enemy, might be disloyal.

4. Why did President Roosevelt issue Executive Order 9066?

General DeWitt urged that Japanese Americans be removed from the West Coast because they might help Japan if it invaded the United States. Earl Warren, William F. Knowland, William Randolph Hearst and other influential Californians urged President Roosevelt and Congress to remove the Japanese Americans from all West Coast states (California, Oregon, Washington and Arizona). A few people reported that evacuation was not necessary, but they were ignored. The Munson Report showed that the Japanese Americans were loyal, trustworthy citizens. United States Attorney General Francis Biddle warned the President that it was unconstitutional to put the Japanese Americans into internment camps when they had committed no crime. Despite these warnings, President Roosevelt issued Executive Order 9066 on Feb-


C. E. Order 92

WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION
Presidio of San Francisco, California

INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY
LIVING IN THE FOLLOWING AREA:

All that portion of the Counties of Sacramento and Amador, State of California, within the boundary beginning at a point at which California State Highway No. 16 intersects California State Highway No. 49, approximately two miles south of Plymouth; thence southerly along said Highway No. 49 to the Amador-Calaveras County Line; thence westerly along the Amador-Calaveras County Line to the Amador-San Joaquin County Line; thence northerly along the Amador-San Joaquin County Line to the Sacramento-San Joaquin County Line; thence westerly along the Sacramento-San Joaquin County Line to the easterly line of the right of way of the main line of the Southern Pacific Railroad from Lodi to Sacramento; thence northerly along said easterly line to its crossing with California State Highway No. 16; thence easterly along said Highway No. 16 to point of beginning.

Pursuant to the provisions of Civilian Exclusion Order No. 92, this Headquarters, dated May 23, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P.W.T., Saturday, May 30, 1942.

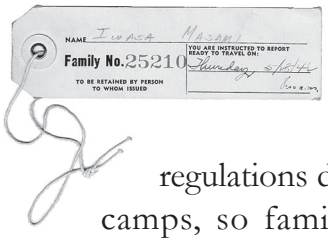
No Japanese person will be permitted to move into, or out of, the above area after 12 o'clock noon, P.W.T., Saturday, May 23, 1942, without obtaining special permission from the representative of the Commanding General, Northern California Sector, at the Civil Control Station located at:

Masonic Hall,
Elk Grove, California.

ruary 19, 1942. This order required all Japanese Americans, women and children included, to leave their homes, jobs, and businesses. Even after years of government investigations, not one American of Japanese ancestry was ever found guilty of spying or treason.

5. What happened after Executive Order 9066?

Forced to leave their homes, businesses and possessions behind, approximately 120,000 Japanese Americans relocated to internment camps. Many families had only 3 to 5 days to sell or store their belongings. They sold furniture, farm equipment, cars and other possessions, often for less than 10% of their value. Government regulations did not allow pets in the camps, so families struggled to find homes for them, and many had to be left behind. Families could take only what they could carry. Along with personal belongings, the internees had to bring their own sheets and towels.



6. What was it like living in the internment camps?

Loaded onto trucks with their suitcases and bundles, Japanese Americans did not know where they were going or how long they would be gone. They soon found out that their first living quarters were at assembly centers, usually located at county fairgrounds or racetracks. Barbed wire fences surrounded the centers and uniformed American soldiers with loaded guns guarded the area. The construction of temporary housing could not keep up with the numerous people arriving at the centers, so many people had to live in horse stalls where the smell of manure lingered.

After a few months at the assembly centers, Japanese Americans relocated to one of the ten internment or detention camps located in desolate areas of the U.S. Living conditions in the internment camps were not much better than at the assembly centers. Barbed wire fences surrounded the camps, and soldiers armed with machine guns watched from the guard towers. People lived in long, one-story barracks, divided into four to six rooms called "apartments." Workers often quickly built barracks using untreated rough lumber and covered the outside walls with tarpaper. With no insulation in the walls, it was very hot in the summer and freezing cold in the winter. Walls and floors often contained cracks that allowed wind, dust, and insects to enter the rooms. The rooms did not have running water or electrical outlets. The only furnishings provided were metal cots, army blankets, a potbelly stove for heating, and a single light bulb.

Each block of barracks housed approximately 250 to 300 internees and had a mess hall, laundry room, latrines or bathrooms and showers, and a recreation hall. Shower and toilet areas had no doors or curtains. People waited in long lines to use the bathroom, wash clothes, and eat. Most of the food did not taste good. Portions were often small, and many people did not have

enough to eat. People hurried to eat their meals so others could enter the mess hall and eat. Snacks were not usually available between meals. The children who had enough money for snacks had to wait in a long line at the snack shop. When the snacks ran out, the door closed on the line.

Life was difficult in the internment camps. The internees did not know how long they would remain in the camps or what would happen to them. Many dreamed of returning home and reuniting with their family and friends.

7. How did the Japanese Americans make the best out of a bad situation?

As the months passed, Japanese Americans worked hard to improve their living conditions. They built tables, chairs, and dressers by tearing apart wooden crates or using scraps of lumber. Trees and gardens began to flourish outside the barracks. Coming from farming communities, many Japanese Americans knew how to develop the barren land into productive farmland. Some camps were so successful that they provided fresh vegetables for the camp as well as outlying communities. Some Japanese Americans were fortunate to have jobs at the

camp. Paid the highest salary, medical doctors received $19 a month. Other workers made between $9 and $16 a month. Designated barracks contained the school, store, movie theater, library, and a room to check out toys. People began forming social groups, hobby clubs, and sports teams.

8. Why did Japanese American soldiers fight so bravely for the U.S. while their parents remained incarcerated in camps?

When the United States entered World War II, there were 5,000 Japanese Americans in the U.S. armed forces. Many of them were discharged, being classified as "enemy aliens" even though they were U.S. citizens. In Hawaii, a battalion of Nisei volunteers formed the 100th Infantry Battalion in May of 1942. After facing fierce combat in northern Africa and Italy, they became known as the "Purple Heart Battalion" due to their high casualty rate.

By 1943, the United States needed more soldiers and announced the formation of the 442nd Regimental Combat Team, made up of Nisei volunteers from Hawaii and the mainland. The following year, the 442nd joined forces with the 100th Infantry Battalion in Europe. Due to the success of the Nisei in combat, the U.S. re-instated the draft to include Nisei in detention camps to add to the ranks of the 442nd.

The Nisei fought bravely and many died in combat. Injured soldiers returned to battle after their wounds healed. Due to outstanding bravery and

heavy combat duty, the 100th/442nd Regiment Combat Team became the most decorated battalion, earning the most medals of honor for its size and length of duty than any other unit in U.S. military history. The Nisei fought bravely in part to convince the U.S. government that they were loyal American citizens. They hoped their brave deeds would earn freedom for their families and the other Japanese Americans.

9. What happened to the Japanese Americans at the end of World War II?

After the United States dropped atomic bombs on Hiroshima and Nagasaki, Japan surrendered on August 14, 1945, marking the end of World War II. People in the internment camps celebrated the end of the war and anticipated the day they would return home. Within the next few months, each person received $25 and permission to leave the camps. Families who returned home often found that their possessions in government storage buildings were missing or damaged. Many people did not return to their former communities because they had lost their homes, farms and businesses. Even outside the barbed wire fences, the Japanese Americans continued to face discrimination and unfair treatment.

10. Why is it important to learn about the internment of Japanese Americans?

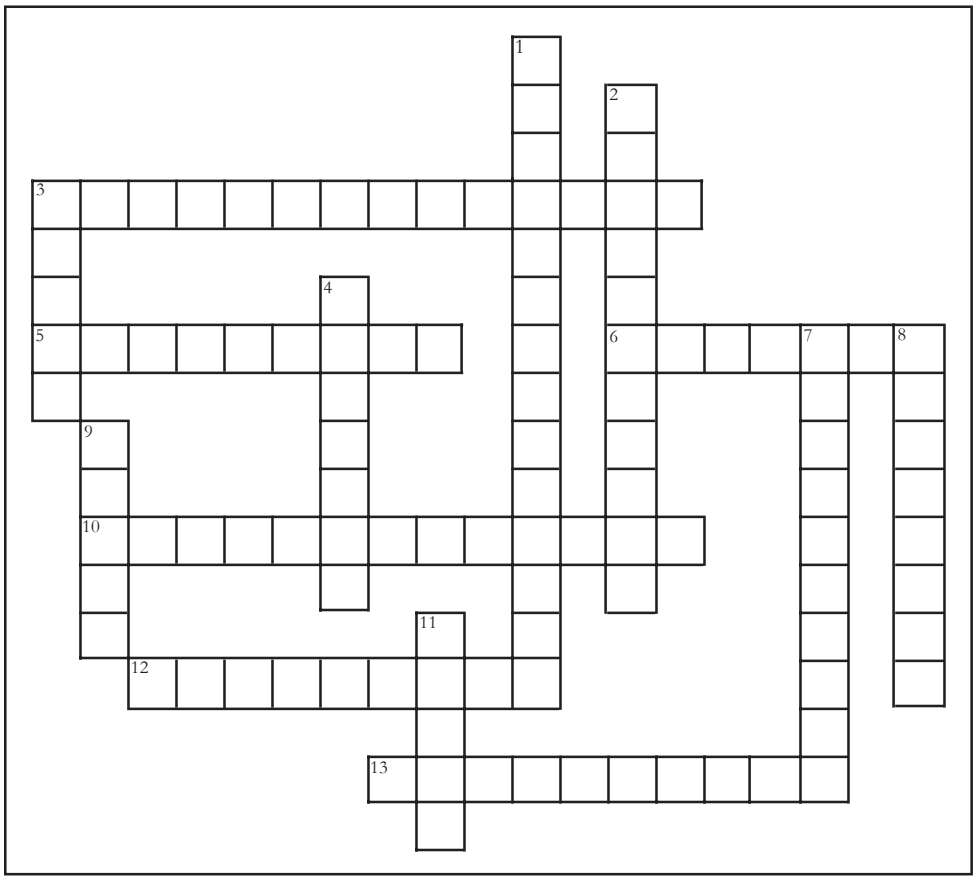
We live in a democratic society. The U.S. Constitution guarantees our rights or freedoms, which are part of the American dream. However, a democracy is not always a perfect society. The rights of the Japanese Americans were denied during World War II.

The Constitution allows for redress, the act of correcting a wrongdoing. Decades after internment, Japanese Americans sought redress. In 1988, President Ronald Reagan signed the Civil Liberties Act, requiring the U.S. government to issue an apology and payment of $20,000 to each survivor of internment. Seeking redress and recognizing the rights guaranteed to all American citizens and legal residents makes a democracy stronger.

We can learn from this episode in history, so we do not repeat mistakes. Following the terrorist attacks on New York and Washington, several Americans committed acts of violence and harassment against innocent people of certain racial groups. Recognizing the rights of all people is the true spirit of America. Learning about the past helps us to understand the present and make choices for the future.

Photos from CSU Special Collections & University Archives. Cover: Misa Kashiwagi. Pg 1: Honolulu Star-Bulletin; Civilian Exclusion No. 92. Pg 2: Departure Day; ID tag worn by Masami Iwasa during relocation; children at Jerome Relocation Center. Pg 3: Parade at Poston II; Baseball team; Japanese garden at Poston Relocation Center. Page 4: Nisei troops; Internees with flag at Amache Relocation Center.

Time of Remembrance Crossword



Directions: Use the following words to complete the puzzle.

alien
barrack
Caucasian
discrimination
espionage
evacuation
immigration
incarceration
internment camp
Issei
Nisei
redress
relocation
sabotage

Across

3. Guarded compound for the detention of aliens or groups for political reasons
5. The use of spies to gain secret information about another government or business
6. Compensation or satisfaction for a wrong or injury
10. The act of putting in jail, imprisonment, or confinement
12. A racial group characterized by very light to brown skin and straight or wavy hair, including people with ancestry from Europe, northern Africa or western Asia
13. the act of moving or becoming established in a new place

Down

1. Treatment of a person or group based on pre-judgment, not merit; prejudice
2. The act of leaving one country to settle permanently in another
3. First-generation Japanese immigrants to the U.S.
4. A large, unadorned building to house a large number of people
7. the act of sending away or withdrawing from an area, usually for protection
8. The deliberate destruction of property or disruption of work by civilians or enemy agents during times of war.
9. A person from a different place; foreign
11. Second generation, U.S.-born children of the *Issei*

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Elk Grove, California.

Such permits will only be granted for the purpose of uniting members of a family, or in cases of grave emergency.

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.

2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real

estate, business and professional equipment, household goods, boats, automobiles and livestock.

3. Provide temporary residence elsewhere for all Japanese in family groups.

4. Transport persons and a limited amount of clothing and equipment to their new residence.

THE FOLLOWING INSTRUCTIONS MUST BE OBSERVED:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Sunday, May 24, 1942, or between 8:00 A. M. and 5:00 P. M. on Monday, May 25, 1942.

2. Evacuees must carry with them on departure for the Assembly Center, the following property:

(a) Bedding and linens (no mattress) for each member of the family;

(b) Toilet articles for each member of the family;

(c) Extra clothing for each member of the family;

(d) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.

3. No pets of any kind will be permitted.

4. No personal items and no household goods will be shipped to the Assembly Center.

5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.

6. Each family, and individual living alone, will be furnished transportation to the Assembly Center. Private means of transportation will not be utilized. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M., Sunday, May 24, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Monday, May 25, 1942, to receive further instructions.

J. L. DeWitt
Lieutenant General, U. S. Army
Commanding

May 23, 1942

See Civilian Exclusion Order No. 92.

Name_____

Euphemisms

When Yuki and her family arrived at Topaz, she found an instruction sheet, which outlined positive sounding terms to be used instead of the usual names for things. For example, "dining hall" was used instead of "mess hall." Substituting a mild, vague or positive expression for a word or phrase that has a harsh or offensive meaning is an example of euphemism. Why do you think they were told to use euphemisms**?**

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_____

Work with a partner or group to create a list of euphemisms for school or home. Here are some terms to get you started. Write your idea next to the word. Try to think of others to add to the list.

- homework
- cafeteria
- boring
- test
- discipline
- assignment
- junk food
- lazy
- chores
- washing dishes
- junk food
- daydreaming
- watching TV
- playing video games
- nosey
- selfish

Share your ideas with the other groups and get their opinions. Which words would be most appealing and effective?


The United States